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AUTHOR Grossman, George C.
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ABSTRACT

This study compares the relative performance of Central Washington University student teachers who chose to participate in extended field experiences with that of student teachers who preferred the regular course of study, which featured fewer and later field experiences. The regular course, Option A, was a campus-centered program which included twenty credits of course work on campus, a four credit, four week practicum in the public schools, and a sixteen credit, one quarter student teaching experience. Option B provided an additional practicum for approximately one-half day for one quarter. Option C provided a full quarter, full-time practicum prior to student teaching. Student performances were evaluated by supervisors who had student teachers from each option. Supervisors rated performance on twelve characteristics and skills. This report presents, in tabular form, the ratings of overall performance of each option group and comparisons of performance in specific characteristics and skills in specific subject areas. The results of this study indicate that extensive early field experience did not result in more successful student teaching performance. In fact, the group in Option A, with the least field experience, performed the best. These results are analyzed, and recommendations are made for future studies. (JD)

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A COMPARISON OF THE EFFECTIVENESS OF STUDENT TEACHERS WHO HAVE HAD EXTENSIVE EARLY FIELD EXPERIENCE WITH THOSE WHO HAVE NOT

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A Report to the
Department of Education Faculty
Central Washington University

by
George C. Grossman

February 1980

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INTRODUCTION

In 1970 Central Washington University revised the professional education requirements for students preparing to teach in the public schools of the state of Washington. This revision provided students, regardless of grade level or subject area, a choice of three options (see Appendix B) for completing the forty quarter hours required in professional education. The first of these, Option A, was essentially the same as the program which had been in effect since 1960. This was primarily a campus centered program which included twenty credits of course work on campus, a four credit-four week practicum in the public schools preceding the college fall quarter, and a sixteen credit-one quarter student teaching experience. Both of the new options, B and C, were competency based.

The assumption that competency can best be acquired in a school setting was the rationale for the new options. Thus additional practicum experiences were included in these two options. Option B provided an additional practicum for approximately one-half day for one quarter and Option C provided a full quarter full-time practicum prior to student teaching.

Although it was hypothesized that a competency-based, field-oriented program would produce more competent

teachers than the traditional program, no procedure was designed at the inception of the new programs to test this hypothesis. Young[1] in a 1974 study of Central graduates concluded that there were no significant differences in performance among beginning teachers who had extensive field experience (Options B and C) and those who had not (Option A). Young's findings were based on assessments made by administrators and by the teachers themselves.

Despite Young's study and the lack of data to support their belief, several of the University's professional field supervisors continued to feel that the Option B and C students were superior to those in Option A. They based their belief on their observation of student teachers whom they supervised. They contended that the Option B and C students were consistently better performers in student teaching than Option A students.

This study was designated to compare the relative performance of Central Washington University student teachers who have had extended introductory field experience (Option B-C) with that of those who had not (Option A). Specifically the study sought to answer the question: Do the students in Options B and C do a significantly

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[1]Madge Young, "A Study of First Year Teaching Performance of Teachers Who Had Varying Amounts of Field Experience in Their Undergraduate Preparation," Central Washington State College, 1974.

better job of student teaching than students in Option A? The null hypothesis assumption that there was no significant difference in the student teaching performance of students in Options B and C compared to those in Option A was statistically tested. Specific questions that were investigated in testing the hypothesis were:

1. Are either Option A or Option B-C student teachers judged superior?

2. Are there certain subject areas in which either Option A or Option B-C student teachers are judged superior?

3. Are there certain characteristics or skills in which either Option A or Option B-C student teachers are judged superior?

4. In the same subject areas are there certain characteristics or skills in which either Option A or Option B-C student teachers are judged superior?

The State of Washington has adopted new competency-based teacher certification guidelines; and as Central Washington University moves toward developing programs to comply with these guidelines, it becomes increasingly important to document the effect of extended field experience on the quality of graduates. The requirement of extended field experience for all teacher education students would significantly impact the funding and the staffing needs of the University's Department of Education. Equally significant is the impact on students. Central Washington

University is located in a geographic area with too few schools to handle the large numbers of practicum students. If extended field experience were required for all, most would have to complete those experiences at locations thirty-five to two hundred miles from campus.

PROCEDURES

Central Washington University has a staff of sixteen full-time resident student teaching supervisors located in nine geographic areas throughout central and western Washington. These supervisors handle both elementary and secondary student teachers in all options. The procedure used in this study was to select a random sample of these student teacher supervisors each quarter during the 1978-79 academic year, then to develop and send a rating instrument and ask each of these supervisors to rate and rank his/her student teachers. The data were then compiled and statistically tested to determine the significance of differences between groups.

Selection of the Sample

Five hundred eighteen Option A, B, and C students did their student teaching during the 1978-79 academic year. These students were unevenly distributed throughout the three quarters and among the sixteen student teacher supervisors. Students were assigned to supervisors without regard to options so all supervisors had student teachers from each option. Each quarter eight supervisors were selected at random and sent rating and ranking scales for

all their student teachers. These instruments were sent the fifth week of each quarter.

The Instrument

An instrument used was developed after studying a number of instruments for evaluating teaching effectiveness and after talking with supervisors to determine the criteria they used to evaluate student teachers. Twelve characteristics and skills were identified and included on an instrument. The supervisors were then asked to rate each of their student teachers using a five point scale (poor, below average, average, above average, and superior). The supervisors were to use as a basis for comparison all student teachers whom they had supervised during the last five years.

The twelve characteristics and skills on which each student teacher was rated were:

1. Self-confidence
2. Knowledge of Subject
3. Planning Skills
4. Instructional Skills
5. Relationship with Students
6. Ability to Work with Others
7. Classroom Management
8. Professional Attitude
9. Flexibility

10. Willingness to Begin Classroom Instruction

11. Communication Skills

12. Effort Toward Improvement When Needed.

Each supervisor selected was also sent a list of all his/her student teachers for the quarter and asked to rank them in overall effectiveness as student teachers. Each was instructed to rank the best student "1," the second best "2," et cetera, with no ties. It was pointed out that a low ranking did not necessarily mean that a student was ineffective, but simply that the student was less effective than other students that quarter.

The researcher was aware of the problems of variable increments among ranks and the difficulty of assigning the middle ranks. Nevertheless, this ranking procedure provided a criterion against which to compare the ratings which were assigned.

A copy of the instrument is included as Appendix A. The instrument was mailed to each of the eight selected supervisors during the fifth week of each quarter of the 1978-79 academic year. Of the twenty-four instruments distributed, twenty-two or 92 percent were returned. These responses included data on 150 students in Option A and 86 students in Options B and C unevenly distributed among eighteen programs and majors. Table 1 shows the distribution of students in the sample. Data were also received on five other students who were not included in the study because

Table 1

Distribution by Program and Major of Students in Study

Program or Major	Option A N	Option B-C N
Elementary Education Program I	19	12
Elementary Education Programs II and III	5	6
Special Education	34	36
Early Childhood Education	13	2
Secondary Majors		
Art		4
Business Education	2	2
Drama	1	2
English	6	3
Health Education	4	
History	5	2
Home Economics	13	4
Mathematics	2	
Music	16	3
Physical Education	15	6
Science	5	1
Social Science, Broad Area	2	
Spanish	2	1
Trade and Industrial Education	6	2
Total	150	86

they were from other institutions but were doing their student teaching through Central Washington University.

The Test for Significance

The ratings on the twelve characteristics and skills by the student teacher supervisors were assigned numerical values as follows:

1 poor
2 below average
3 average
4 above average
5 superior

On the basis of these values the t test of independent samples was used to determine whether or not the null hypothesis could be rejected at or above the .05 level of confidence. This test was applied to each of the twelve characteristics and skills and to the composite totals for each program and major represented in the sample, as well as to the sample as a whole.

Since all student teacher supervisors did not have the same number of student teachers, the rank orders were converted to orders of merit scores. On the basis of these scores, the t test of independent samples was used to determine whether or not the null hypothesis could be rejected at or above the .05 level of confidence. This test was applied, wherever possible, to each group by program or by major, as well as to the entire sample.

THE DATA

After the data were compiled they were tested for significance using the t test of independent samples. A positive t score indicated that the Option A students scored higher and a negative t score indicated that Option B-C students scored higher.

Overall Performance of Option A as Compared to Option B-C Student Teachers

Two comparisons were made to answer the question: "Are either Option A or Option B-C student teachers judged superior to those in the other group?" First, a t test was performed on the composite scores of all the characteristics and skills of all students in both groups. Second, a t test was performed on the orders of merit scores obtained from the forced rankings made by the supervisors of each member of the two groups.

Table 2 includes the data on the composite ratings. The mean rating of all characteristics and skills for all 150 students in Option A was 4.07 with a standard deviation of .79. The 86 Option B-C students had a mean rating of 3.89 with a standard deviation of .93. The t score of 5.51 obtained is significant far beyond the .005 level of confidence so the null hypothesis that there was no

Table 2

Mean Ratings of Characteristics and Skills of Student Teachers in Options A and B-C

Characteristics and Skills	Option A N	Option A M	Option A σ	Option B-C N	Option B-C M	Option B-C σ	t
Self-confidence	150	3.92	.80	86	3.69	.95	1.91*
Knowledge of Subject	150	3.98	.79	86	3.91	.82	.63
Planning Skills	150	3.89	.79	86	3.72	.94	1.46
Instructional Skills	150	3.91	.81	86	3.88	.90	.25
Relationship with Students	150	4.11	.82	86	4.01	.79	.89
Ability to Work with Others	150	4.28	.78	86	4.01	.98	2.32**
Classroom Management	150	3.91	.84	86	3.75	.91	1.39
Professional Attitude	150	4.27	.74	86	4.03	.82	2.30**
Flexibility	150	4.17	.80	86	4.00	.93	1.51
Willingness to Begin Classroom Instruction	150	4.22	.73	86	4.16	.82	.61

Table 2 (continued)

Characteristics and Skills	Option A N	Option A M	Option A σ	Option B-C N	Option B-C M	Option B-C σ	t
Communication Skills	150	4.00	.83	86	3.88	.91	1.00
Effort Toward Improvement When Needed	150	4.31	.66	86	4.16	.79	1.48
Composite	1800	4.07	.79	1032	3.89	.93	5.51****

*Significant to the .05 level of confidence.

**Significant to the .025 level of confidence.

****Significant to the .005 level of confidence.

significant difference between the two groups was rejected. Option A student teachers were rated significantly higher than those in Option B-C.

Table 3 includes the orders of merit data based on the rankings of the two groups. Again the Option A students received higher scores having a mean of 50.96 with a standard deviation of 18.59 while the Option B-C students had a mean of 47.98 with a standard deviation of 18.81. The t score of 1.18 was not significant.

Performance of Option A as Compared to Option B-C Student Teachers in Specific Subject Areas

To determine whether or not there were any subject matter areas in which either Option A or Option B-C students were scored superior, two comparisons were made. For each of the eighteen programs and majors represented in this study a t test was performed to determine whether the total responses on the rating scales by the supervisors, twelve for each student teacher, were distributed the same for each of the two groups. A t test was also performed on the orders of merit scores for each major to determine whether or not there was any significant difference between the two groups.

Table 4 shows the mean composite ratings for all twelve characteristics and skills for all students in each program and major. Only in Early Childhood Education, English, Home Economics, and Spanish were the students in

Table 3

Mean Orders of Merit Scores by Program and Major of Students in Option A and Option B-C

Program or Major	Option A N	Option A M	Option A σ	Option B-C N	Option B-C M	Option B-C σ	t
Elementary Education Program I	19	47.52	19.71	12	41.41	21.38	.81
Elementary Education Programs II and III	5	36.60	17.65	6	51.17	27.35	-1.02
Special Education	34	55.97	18.65	36	46.66	18.35	2.10**
Early Childhood Education	13	56.61	17.27	2	53.00	4.24	.28
Secondary Majors							
Art				4	31.50	15.88	
Business Education	2	62.00	31.11	2	45.50	23.04	.60
Drama	1	26.00	0	2	62.00	16.98	
English	6	56.00	15.84	3	47.33	14.19	.79
Health Education	4	51.50	19.63				
History	5	44.40	10.31	2	54.00	5.65	-1.19
Home Economics	13	41.00	13.86	4	50.25	12.68	-1.18

Table 3 (continued)

Program or Major	Option A N	Option A M	Option A σ	Option B-C N	Option B-C M	Option B-C σ	t
Secondary Majors (continued)							
Mathematics	2	28.5	6.36				
Music	16	48.50	18.73	3	58.00	24.75	-.77
Physical Education	16	50.18	20.25	6	58.16	18.03	-.84
Science	5	55.60	24.50	1	50.00	0	
Social Sciences, Broad Area	2	71.50	17.65				
Spanish	2	47.00	4.24	1	74.00	0	
Trade and Industrial Education	6	58.00	12.39	2	48.50	16.26	.87
Total	150	50.96	18.58	86	47.98	18.81	1.18

**Significant to the .025 level of confidence.

Table 4

Mean Composite Ratings by Program and Major of Student Teachers in Options A and Option B-C

Program or Major	Option A N	Option A M	Option A σ	Option B-C N	Option B-C M	Option B-C σ	t
Elementary Education Program I	228	4.08	.82	144	3.40	1.24	6.40****
Elementary Education Programs II and III	60	3.73	.84	72	3.52	1.20	.61
Special Education	408	4.22	.79	432	4.12	.78	1.95**
Early Childhood Education	156	4.09	.81	25	4.16	.56	-.44
Secondary Majors							
Art	48	3.36	.67				
Business Education	24	4.38	.57	24	3.80	.51	3.71****
Drama	12	3.5	.67	24	4.33	.56	-3.90****
English	72	4.18	.84	36	3.63	.59	3.44****
Health Education	48	3.85	.86				
History	60	4.09	.66	24	3.91	.58	1.09
Home Economics	156	3.68	.71	48	3.81	.81	-1.04

Table 4 (continued)

Program or Major	Option A N	Option A M	Option A σ	Option B-C N	Option B-C M	Option B-C σ	t
Secondary Majors (continued)							
Mathematics	24	3.17	.76				
Music	192	4.17	.77	36	4.11	.97	.38
Physical Education	180	4.07	.77	72	4.00	1.04	.67
Science	60	4.32	.72	12	4.50	.67	.77
Social Sciences, Broad Area	24	4.33	.81				
Spanish	24	4.04	.20	12	4.33	.49	-2.50**
Trade and Industrial Education	72	4.12	.79	24	4.04	.69	.69
Total	1800	4.07	.79	1032	3.89	.93	5.51****

**Significant to the .025 level of confidence.

****Significant to the .005 level of confidence.

Option B-C rated higher than those in Option A. In Spanish this difference was significant to the .025 level of confidence while in Drama it was significant at the .005 level. In Art, Health Education, Mathematics, and Social Sciences no comparison was possible because there were no students in Option B-C. In all other programs and majors Option A student teachers were rated higher. This difference was significant to the .005 level of confidence for Elementary Education Program I, Business Education, and English while it was significant to the .025 level for Special Education.

Table 3 shows the mean orders of merit scores for each program and major based on the rankings by the supervisors. In Elementary Education Programs II and III, History, Home Economics, Music, and Physical Education the Option B-C students were ranked higher than those in Option A although in no case did the t test show the difference to be significant. In Elementary Education I, Special Education, Early Childhood Education, Business Education, English, and Trade and Industrial Education the Option A students were rated highest. In Special Education this difference was significant to the .025 level of confidence.

By both tests performed Special Education student teachers in Option A were scored significantly higher at the .025 level of confidence than those in Option B-C. The null hypothesis was rejected that there was no difference between the two groups. In Elementary Education

Programs II and III, Early Childhood Education, History, and Physical Education the group that scored highest on the mean composite rating scored lowest on the mean orders of merit based on rankings.

Ratings on Specific Characteristics and Skills of Option A as Compared to Option B-C Student Teachers

To determine whether or not there were certain characteristics or skills in which either Option A or Option B-C student teachers were superior a t test was performed on the responses of the two groups for each characteristic and skill. Table 2 shows the mean ratings of the Option A and Otpion B-C student teachers for the twelve characteristics and skills examined in this study. The Option A students were rated higher than the Option B-C students on all twelve characteristics and skills. The t scores obtained on Ability to Work with Others and Professional Attitude were significant to the .025 level of confidence and the t score for Self-confidence was significant to the .05 level. For these three characteristics the null hypothesis was rejected since the t test showed a real difference with Option A being higher.

Performance of Option A as Compared to Option B-C Students in Specific Characteristics and Skills in Specific Subject Areas

To determine whether or not there were certain characteristics or skills in which students in either Option A or Option B-C in certain programs or majors were judged superior, the t test was applied for each characteristic and skill for each program and major. These data are summarized in Tables 5 to 22.

Elementary Education Program I

Table 5 shows the mean ratings for all characteristics and skills for the two groups of student teachers in Elementary Education Program I. Option A students were rated higher than Option B-C on all twelve characteristics and skills. In eight of these the difference was significant: Ability to Work with Others at the .01 level of confidence; Planning Skills, Communication Skills, and Effort Toward Improvement When Needed at the .025 level; and Instructional Skills, Classroom Management, Professional Attitude, and Flexibility at the .005 level. The null hypothesis was rejected for those eight characteristics and skills.

Elementary Education Programs II and III

Table 6 presents the data on Elementary Education Programs II and III. Option A students were rated higher than Option B-C students on all characteristics and skills except Self-confidence and Instructional Skills on which the

Table 5

Mean Rating of Characteristics and Skills of Elementary Education Program I Student Teachers in Options A and B-C

Characteristics and Skills	Option A N	Option A M	Option A σ	Option B-C N	Option B-C M	Option B-C σ	t
Self-confidence	19	3.84	.83	12	3.25	1.28	1.56
Knowledge of Subject	19	4.00	.81	12	3.58	1.00	1.27
Planning Skills	19	4.05	.78	12	3.33	1.15	2.07**
Instructional Skills	19	4.00	.75	12	3.25	1.35	2.00*
Relationship with Students	19	4.10	.94	12	3.41	1.38	1.65
Ability to Work with Others	19	4.26	.87	12	3.16	1.52	2.55***
Classroom Management	19	3.94	.77	12	3.25	1.35	1.82*
Professional Attitude	19	4.31	.88	12	3.66	.88	1.99*
Flexibility	19	4.00	.88	12	3.25	1.42	1.81*
Willingness to Begin Classroom Instruction	19	4.26	.73	12	3.92	1.16	1.02

Table 5 (continued)

Characteristics and Skills	Option A N	Option A M	Option A σ	Option B-C N	Option B-C M	Option B-C σ	t
Communication Skills	19	4.00	.81	12	3.08	1.39	2.33**
Effort Toward Improvement When Needed	19	4.39	.76	12	3.66	1.07	2.13**
Composite	228	4.08	.82	144	3.40	1.24	6.40****

*Significant to the .05 level of confidence.

**Significant to the .025 level of confidence.

***Significant to the .01 level of confidence.

****Significant to the .005 level of confidence.

Table 6

Mean Ratings of Characteristics and Skills of Elementary Education Programs II and III Student Teachers in Options A and B-C

Characteristics and Skills	Option A N	Option A M	Option A σ	Option B-C N	Option B-C M	Option B-C σ	t
Self-confidence	5	3.00	.71	6	3.50	.71	-.90
Knowledge of Subject	5	3.40	.89	6	3.33	1.36	.93
Planning Skills	5	3.80	.83	6	3.50	1.51	.39
Instructional Skills	5	3.40	.89	6	3.83	.98	-.76
Relationship with Students	5	4.20	.83	6	3.67	1.21	.83
Ability to Work with Others	5	4.20	.83	6	3.67	1.03	.92
Classroom Management	5	3.40	.54	6	3.33	1.51	.09
Professional Attitude	5	4.00	.71	6	3.67	1.51	.45
Flexibility	5	4.00	.71	6	3.50	1.51	.67
Willingness to Begin Classroom Instruction	5	4.00	.71	6	3.67	1.21	.54
Communication Skills	5	3.40	1.34	6	3.00	1.26	.51
Effort Toward Improvement When Needed	5	4.00	.71	6	3.67	1.03	.61
Composite	60	3.73	.84	72	3.52	1.20	1.12

Option B-C students were rated higher. The t scores obtained showed than none of the differences were significant.

Special Education Major

Table 7 presents the data on Special Education Majors. Only on Ability to Work with Others and Willingness to Begin Classroom Instruction were the Option B-C students rated highest. In nine other characteristics and skills Option A students were rated higher while the two groups had the same mean on Classroom Management. None of the t scores obtained were high enough to show significance.

Early Childhood Education Major

Table 8 shows that on seven of the twelve characteristics and skills Option B-C student teachers in the Early Childhood Education Major were rated higher than those in Option A. In Knowledge of Subject, Ability to Work with Others, Communication Skills, and Effort Toward Improvement When Needed the Option A students were judged superior. The means of the two groups were the same on Flexibility. The t test showed no significant difference on any of the characteristics or skills.

Art Major

Table 9 contains the data on Art Majors. Since there were only four Art Majors in the sample and they were all in Option A, no comparisons were possible.

Table 7

Mean Ratings of Characteristics and Skills of Special Education Major Student Teachers in Options A and B-C

Characteristics and Skills	Option A N	Option A M	Option A σ	Option B-C N	Option B-C M	Option B-C σ	t
Self-confidence	34	4	.92	36	3.66	.86	1.56
Knowledge of Subject	34	4.08	.75	36	3.97	.81	.61
Planning Skills	34	4.23	.81	36	3.89	.98	1.60
Instructional Skills	34	4.14	.82	36	3.94	.82	1.02
Relationship with Students	34	4.35	.77	36	4.05	.75	1.63
Ability to Work with Others	34	4.47	.66	36	4.36	.68	.68
Classroom Management	34	4.00	.85	36	4.00	.68	0
Professional Attitude	34	4.35	.77	36	4.33	.68	.11
Flexibility	34	4.32	.76	36	4.27	.65	.26
Willingness to Begin Classroom Instruction	34	4.32	.76	36	4.41	.65	-.54
Communication Skills	34	4.11	.84	36	4.02	.91	.42
Effort Toward Improvement When Needed	34	4.32	.63	36	4.47	.60	-.99
Composite	408	4.22	.79	432	4.12	.78	1.95*

*Significant to the .05 level of confidence.

Table 8

Mean Ratings of Characteristics and Skills of Early Childhood Education Major Student Teachers in Options A and B-C

Characteristics and Skills	Option A N	Option A M	Option A σ	Option B-C N	Option B-C M	Option B-C σ	t
Self-confidence	13	3.92	.76	2	4.00	1.41	-.12
Knowledge of Subject	13	4.15	.80	2	4.00	.80	.26
Planning Skills	13	4.08	.75	2	4.50	.71	-.73
Instructional Skills	13	4.08	.86	2	4.50	.71	-.65
Relationship with Students	13	4.15	.80	2	4.50	.71	-.57
Ability to Work with Others	13	4.23	.83	2	3.50	.71	1.16
Classroom Management	13	3.84	1.06	2	4.00	0	-.19
Professional Attitude	13	4.08	.86	2	4.50	.71	-.65
Flexibility	13	4.00	1.08	2	4.00	0	0
Willingness to Begin Classroom Instruction	13	4.07	.64	2	4.30	.71	-.86
Communication Skills	13	4.15	.80	2	4.00	0	.05
Effort Toward Improvement When Needed	13	4.30	.63	2	4.00	0	.67
Composite	156	4.09	.81	24	4.16	.56	-.44

Table 9

Mean Ratings of Characteristics and Skills of Art Major Student Teachers in Options A and B-C

Characteristics and Skills	Option A N	Option A M	Option A σ	Option B-C N	Option B-C M	Option B-C σ	t
Self-confidence				4	3.00	.81	
Knowledge of Subject				4	3.25	.50	
Planning Skills				4	3.25	.50	
Instructional Skills				4	3.00	.81	
Relationship with Students				4	3.75	.95	
Ability to Work with Others				4	3.50	.58	
Classroom Management				4	3.00	.81	
Professional Attitude				4	3.50	.58	
Flexibility				4	3.75	.95	
Willingness to Begin Classroom Instruction				4	3.50	.58	
Communication Skills				4	3.50	.58	
Effort Toward Improvement When Needed				4	3.50	.58	
Composite				48	3.36	.67	

Business Education Major

Table 10 shows that the Option A Business Education Majors did as good as or better than those in Option B-C on all twelve characteristics and skills. the difference for the two groups on Classroom Management was significant to the .05 level of confidence.

Drama Major

Table 11 presents the data on Drama Majors. Because there was only one Option A student, no t scores could be obtained and no comparisons were made.

English Major

Table 12 presents the data on English Majors. In Knowledge of Subject and Relationship with Students the Option A and Option B-C groups had equal means. In all ten other characteristics and skills the Option A means were higher. The difference was significant to the .05 level of confidence for Professional Attitude and to the .005 level for Willingness to Begin Instruction and Effort Toward Improvement When Needed.

Health Education Major

Since all four Health Education Majors in the sample were in Option A, no comparisons could be made between the two groups. Table 13 contains the data obtained on Health Education Majors.

Table 10

Mean Ratings of Characteristics and Skills of Business Education Major Student Teachers in Options A and B-C

Characteristics and Skills	Option A N	Option A M	Option A σ	Option B-C N	Option B-C M	Option B-C σ	t
Self-confidence	2	4.50	.71	2	4.50	.71	0
Knowledge of Subject	2	4.50	.71	2	4.00	0	1.00
Planning Skills	2	4.50	.71	2	3.50	.71	1.41
Instructional Skills	2	4.50	.71	2	3.50	.71	1.41
Relationship with Students	2	4.50	.71	2	4.00	0	1.00
Ability to Work with Others	2	4.50	.71	2	4.00	0	1.00
Classroom Management	2	4.50	.71	2	3.00	0	3.00*
Professional Attitude	2	4.50	.71	2	4.00	0	1.00
Flexibility	2	4.50	.71	2	4.00	0	1.00
Willingness to Begin Classroom Instruction	2	4.00	1.41	2	4.00	0	0
Communication Skills	2	4.00	0	2	3.00	0	-
Effort Toward Improvement When Needed	2	4.00	0	2	4.00	0	-
Composite	24	4.38	.57	24	3.80	.51	3.71****

*Significant to the .05 level of confidence.

****Significant to the .005 level of confidence.

Table 11

Mean Ratings of Characteristics and Skills of Drama Major Student Teachers in Options A and B-C

Characteristics and Skills	Option A N	Option A M	Option A σ	Option B-C N	Option B-C M	Option B-C σ	t
Self-confidence	1	3.00	0	2	4.50	.71	
Knowledge of Subject	1	3.00	0	2	4.50	.71	
Planning Skills	1	3.00	0	2	4.00	0	
Instructional Skills	1	3.00	0	2	4.50	.71	
Relationship with Students	1	5.00	0	2	4.50	.71	
Ability to Work with Others	1	4.00	0	2	4.00	0	
Classroom Management	1	3.00	0	2	4.50	.71	
Professional Attitude	1	3.00	0	2	4.00	0	
Flexibility	1	3.00	0	2	4.50	.71	
Willingness to Begin Classroom Instruction	1	3.00	0	2	4.00	1.41	
Communication Skills	1	4.00	0	2	4.50	.71	
Effort Toward Improvement When Needed	1	4.00	0	2	4.50	.71	
Composite	12	3.50	.67	24	4.33	.56	-3.90****

****Significant to the .005 level of confidence.

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Table 12

Mean Ratings of Characteristics and Skills of English Major Student Teachers in Options A and B-C

Characteristics and Skills	Option A N	Option A M	Option A σ	Option B-C N	Option B-C M	Option B-C σ	t
Self-confidence	6	4.33	.51	3	3.67	.57	1.76
Knowledge of Subject	6	4.00	.89	3	4.00	.1	0
Planning Skills	6	3.67	.81	3	3.33	.58	.62
Instructional Skills	6	3.83	.75	3	3.33	.58	1.00
Relationship with Students	6	4.00	.89	3	4.00	0	0
Ability to Work with Others	6	4.33	1.21	3	3.67	.57	.88
Classroom Management	6	3.67	.81	3	3.33	1.15	.51
Professional Attitude	6	4.50	.54	3	3.67	.57	2.11*
Flexibility	6	4.00	.89	3	3.67	.57	.57
Willingness to Begin Classroom Instruction	6	4.83	.41	3	3.67	.57	3.56****
Communication Skills	6	4.16	1.16	3	3.67	.57	.68
Effort Toward Improvement When Needed	6	4.83	.41	3	4.18	.57	3.56****
Composite	72	4.18	.84	36	3.63	.59	3.44****

*Significant to the .05 level of confidence.

****Significant to the .005 level of confidence.

Table 13

Mean Ratings of Characteristics and Skills of Health Education Major Student Teachers in Options A and B-C

Characteristics and Skills	Option A N	Option A M	Option A σ	Option B-C N	Option B-C M	Option B-C σ	t
Self-confidence	4	4.00	.82				
Knowledge of Subject	4	3.50	.58				
Planning Skills	4	3.50	.58				
Instructional Skills	4	3.25	.50				
Relationship with Students	4	4.25	.95				
Ability to Work with Others	4	4.25	.95				
Classroom Management	4	3.75	.95				
Professional Attitude	4	4.00	.82				
Flexibility	4	4.25	.95				
Willingness to Begin Classroom Instruction	4	3.75	.95				
Communication Skills	4	3.50	.58				
Effort Toward Improvement When Needed	4	4.25	.50				
Composite	48	3.85	.80				

History Major

Self-confidence, Knowledge of Subject, and Instructional Skill were the three characteristics and skills on which History Majors in Option B-C were rated higher than those in Option A. On Relationship with Students the two groups had equal means. On all other characteristics and skills the Option A students were rated higher. None of the differences proved significant. Table 14 presents the data on History Majors.

Home Economics Major

Table 15 shows that the Option B-C Home Economics Major students were rated higher in seven of the twelve characteristics and skills examined. The only ones where Option A students are higher were Classroom Management, Professional Attitude, Willingness to Begin Classroom Instruction, and Effort Toward Improvement When Needed. The two groups had equal means on Flexibility. The t test showed that none of the differences obtained were significant.

Mathematics Major

Table 16 contains the data on Mathematics Majors. Since there were only two students in the sample, both in Option A, no comparisons could be made.

Music Major

Table 17 shows that on Planning Skills and Classroom Management Option B-C Music Majors were rated higher than

Table 14

Mean Ratings of Characteristics and Skills of History Major Student Teachers in Options A and B-C

Characteristics and Skills	Option A			Option B-C			
	N	M	σ	N	M	σ	t
Self-confidence	5	3.80	.45	2	4.00	1.41	-.31
Knowledge of Subject	5	3.60	.89	2	5.00	0	-1.20
Planning Skills	5	3.80	.83	2	3.00	0	1.27
Instructional Skills	5	3.60	.54	2	4.00	0	-1.15
Relationship with Students	5	4.00	0	2	4.00	0	
Ability to Work with Others	5	4.40	.54	2	4.00	0	.97
Classroom Management	5	3.80	.83	2	3.00	0	1.04
Professional Attitude	5	4.60	.54	2	4.00	0	1.46
Flexibility	5	4.00	.54	2	4.00	0	.97
Willingness to Begin Classroom Instruction	5	4.20	.45	2	4.00	0	.70
Communication Skills	5	4.20	.45	2	4.00	0	.70
Effort Toward Improvement When Needed	5	4.60	.54	2	4.00	0	1.46
Composite	60	4.09	.66	24	3.91	.58	1.09

Table 15

Mean Ratings of Characteristics and Skills of Home Economics Major Student Teachers in Options A and B-C

Characteristics and Skills	Option A N	Option A M	Option A σ	Option B-C N	Option B-C M	Option B-C σ	t
Self-confidence	13	3.38	.50	4	4.00	.81	-1.84*
Knowledge of Subject	13	3.69	.63	4	4.00	.81	-.80
Planning Skills	13	3.61	.65	4	3.75	.95	-.32
Instructional Skills	13	3.46	.66	4	3.75	.95	-.69
Relationship with Students	13	3.53	.51	4	4.00	.81	-1.36
Ability to Work with Others	13	3.85	.80	4	4.00	1.41	-.28
Classroom Management	13	3.53	.87	4	3.50	1.00	.07
Professional Attitude	13	3.92	.75	4	3.50	.90	.90
Flexibility	13	3.75	.86	4	3.75	.95	0
Willingness to Begin Classroom Instruction	13	3.77	.83	4	3.75	.50	.04
Communication Skills	13	3.62	.77	4	4.00	.81	-.86
Effort Toward Improvement When Needed	13	4.08	.64	4	3.75	.50	.92
Composite	156	3.68	.71	48	3.81	.81	-1.04

*Significant to the .05 level of confidence.

Table 16

Mean Ratings of Characteristics and Skills of Mathematics Major Student Teachers in Options A and B-C

Characteristics and Skills	Option A N	Option A M	Option A σ	Option B-C N	Option B-C M	Option B-C σ	t
Self-confidence	2	3.50	.71				
Knowledge of Subject	2	3.00	1.41				
Planning Skills	2	3.00	0				
Instructional Skills	2	2.50	.71				
Relationship with Students	2	2.50	.71				
Ability to Work with Others	2	3.00	1.41				
Classroom Management	2	2.50	.71				
Professional Attitude	2	3.50	.71				
Flexibility	2	4.00	0				
Willingness to Begin Classroom Instruction	2	4.00	0				
Communication Skills	2	3.00	0				
Effort Toward Improvement When Needed	2	3.50	.71				
Composite	24	3.17	.76				

Table 17

Mean Ratings of Characteristics and Skills of Music Major Student Teachers in Options A and B-C

Characteristics and Skills	Option A N	Option A M	Option A σ	Option B-C N	Option B-C M	Option B-C σ	t
Self-confidence	16	4.18	.65	3	3.67	1.52	1.02
Knowledge of Subject	16	4.12	1.89	3	4.00	1.00	.25
Planning Skills	16	3.50	.73	3	3.67	1.52	-.30
Instructional Skills	16	4.00	.81	3	4.00	1.00	0
Relationship with Students	16	4.06	.85	3	4.00	1.00	.22
Ability to Work with Others	16	4.37	.61	3	4.33	1.15	.09
Classroom Management	16	3.68	.70	3	4.00	1.00	-.66
Professional Attitude	16	4.43	.62	3	4.00	1.00	1.01
Flexibility	16	4.37	.70	3	4.33	.57	.32
Willingness to Begin Classroom Instruction	16	4.43	.72	3	4.00	1.00	.90
Communication Skills	16	4.37	.71	3	4.33	1.15	.71
Effort Toward Improvement When Needed	16	4.43	.72	3	4.33	.72	.20
Composite	192	4.17	.77	36	4.11	.94	.38

those in Option A. The ratings on Instructional Skills had equal means for the two groups while on the nine other characteristics and skills the Option A students were rated higher. The t test showed no significant difference on any of the scores obtained.

Physical Education Major

Table 18 contains the data on Physical Education Majors. Self-confidence, Instructional Skills, Relationship with Students, Willingness to Begin Classroom Instruction, and Communication Skills were rated higher for the Option B-C students. The other seven characteristics and skills were rated higher for the students in Option A. None of the differences were significant.

Science Major

Since five of the six Science Majors in the study were in Option A no comparisons could be obtained. Table 19 shows the data that were obtained on Science Majors.

Social Science, Broad Area Major

Table 20 contains the data on Social Science, Broad Area Majors. Since both Social Science, Broad Area students in the sample were in Option A no comparisons could be made.

Table 18

Mean Ratings of Characteristics and Skills of Physical Education Major Student Teachers in Options A and B-C

Characteristics and Skills	Option A N	Option A M	Option A σ	Option B-C N	Option B-C M	Option B-C σ	t
Self-confidence	15	3.93	.88	6	4.50	.55	-1.45
Knowledge of Subject	15	4.07	.80	6	3.83	.98	.57
Planning Skills	15	3.85	.77	6	3.67	1.50	.37
Instructional Skills	15	3.80	.67	6	4.00	1.09	-.51
Relationship with Students	15	4.06	.88	6	4.20	1.09	-.28
Ability to Work with Others	15	4.13	.83	6	3.83	1.32	.62
Classroom Management	15	4.18	.91	6	4.00	.89	.43
Professional Attitude	15	4.26	.70	6	3.67	1.21	1.43
Flexibility	15	4.33	.72	6	4.16	.75	.47
Willingness to Begin Classroom Instruction	15	4.20	.67	6	4.50	.83	-.86
Communication Skills	15	3.78	.80	6	4.00	1.09	-.49
Effort Toward Improvement When Needed	15	4.20	.68	6	4.00	1.26	.47
Composite	180	4.07	.77	72	4.00	1.04	.67

Table 19

Mean Ratings of Characteristics and Skills of Science Major Student Teachers in Options A and B-C

Characteristics and Skills	Option A N	Option A M	Option A σ	Option B-C N	Option B-C M	Option B-C σ	t
Self-confidence	5	4.20	.83	1	3.00		
Knowledge of Subject	5	4.20	.45	1	4.00		
Planning Skills	5	3.60	.54	1	3.00		
Instructional Skills	5	4.40	.89	1	3.00		
Relationship with Students	5	4.20	.83	1	5.00		
Ability to Work with Others	5	4.80	.45	1	5.00		
Classroom Management	5	4.00	.71	1	4.00		
Professional Attitude	5	4.80	.45	1	5.00		
Flexibility	5	4.40	.89	1	5.00		
Willingness to Begin Classroom Instruction	5	4.40	.89	1	5.00		
Communication Skills	5	4.40	.89	1	5.00		
Effort Toward Improvement When Needed	5	4.60	.54	1	5.00		
Composite	60	4.32	.72	12	4.50	.67	.

Table 20

Mean Ratings of Characteristics and Skills of Social Science Broad Area Major Student Teachers in Options A and B-C

Characteristics and Skills	Option A N	Option A M	Option A σ	Option B-C N	Option B-C M	Option B-C σ	t
Self-confidence	2	4.50	.71				
Knowledge of Subject	2	4.00	1.41				
Planning Skills	2	4.00	1.41				
Instructional Skills	2	4.00	1.41				
Relationship with Students	2	4.50	.71				
Ability to Work with Others	2	5.00	0				
Classroom Management	2	4.00	1.41				
Professional Attitude	2	4.50	.71				
Flexibility	2	4.50	.71				
Willingness to Begin Classroom Instruction	2	4.50	.71				
Communication Skills	2	4.50	.71				
Effort Toward Improvement When Needed	2	4.00	1.41				
Composite	24	4.33	.81				

Spanish Major

Table 21 contains the data on Spanish Majors. Because of a sample of only three no comparisons were made since no t scores could be obtained.

Trade and Industrial Education Major

Table 22 shows that the Option A student teachers were rated higher than those in Option B-C on seven of the twelve characteristics and skills studied. The Option B-C students were rated higher only on Professional Attitude, Flexibility, and Effort Toward Improvement When Needed. The two groups had equal means on Ability to Work with Others and Willingness to Begin Classroom Instruction. None of the differences were shown to be significant.

Summary

The data lead to the rejection of the null hypothesis that there was no significant difference between the student teaching performance of students in Option A and those in Option B-C. As a group the students in Option A were rated higher than those in Option B-C at the .005 level of confidence. On the basis of rankings the Option A group was also the highest, but not significantly so.

On the ratings of individual characteristics and skills the Option A students were significantly better in Ability to Work with Others and Professional Attitude at the .025 level of confidence and Self-confidence at the .05 level.

Table 21

Mean Ratings of Characteristics and Skills of Spanish Major Student Teachers in Options A and B-C

Characteristics and Skills	Option A N	Option A M	Option A σ	Option B-C N	Option B-C M	Option B-C σ	t
Self-confidence	2	4.00	0	1	4.00	0	
Knowledge of Subject	2	4.00	0	1	5.00	0	
Planning Skills	2	4.00	0	1	4.00	0	
Instructional Skills	2	4.00	0	1	5.00	0	
Relationship with Students	2	4.00	0	1	4.00	0	
Ability to Work with Others	2	4.00	0	1	4.00	0	
Classroom Management	2	4.00	0	1	4.00	0	
Professional Attitude	2	4.00	0	1	4.00	0	
Flexibility	2	4.00	0	1	4.00	0	
Willingness to Begin Classroom Instruction	2	4.00	0	1	5.00	0	
Communication Skills	2	4.00	0	1	5.00	0	
Effort Toward Improvement When Needed	2	4.50	.71	1	5.00	0	
Composite	24	4.04	.20	12	4.33	.49	-2.5**

**Significant to the .025 level of confidence.

Table 22

Mean Ratings of Characteristics and Skills of Trade and Industrial Education Major Student Teachers in Options A and B-C

Characteristics and Skills	Option A N	Option A M	Option A σ	Option B-C N	Option B-C M	Option B-C σ	t
Self-confidence	6	4.16	.75	2	4.00	0	.29
Knowledge of Subject	6	4.33	.81	2	4.00	0	.54
Planning Skills	6	4.00	.89	2	3.50	.71	.70
Instructional Skills	6	4.00	.89	2	3.50	.71	.70
Relationship with Students	6	4.16	.98	2	3.50	.71	.86
Ability to Work with Others	6	4.50	.83	2	4.50	.71	0
Classroom Management	6	4.16	.98	2	4.00	1.41	.19
Professional Attitude	6	4.16	.75	2	4.50	.71	-.54
Flexibility	6	4.00	.89	2	4.50	.71	-.84
Willingness to Begin Classroom Instruction	6	4.50	.54	2	4.50	.71	0
Communication Skills	6	3.83	.75	2	3.50	.71	.54
Effort Toward Improvement When Needed	6	4.16	.75	2	4.50	.71	-.54
Composite	72	4.17	.79	24	4.04	.69	.69

Comparing Option A with Option B-C students in the various majors only for Special Education was there a significant difference in the t scores of the two groups for both the ratings and rankings. These differences, favoring Option A, were significant to the .025 level of confidence. Based on the ratings Elementary Education Program I, Business Education and English were rated higher for Option A at the .005 level of confidence; Drama was rated higher for Option B-C at the .005 level; and Spanish was rated higher for Option B-C at the .025 level. In none of these was there a significant difference in the rankings.

Where differences were found in specific subject areas on specific characteristics and skills, they were most often found to favor the students in Option A. Of the t scores obtained in these comparisons, 92 showed Option A highest while 31 showed Option B-C highest. On these differences 13 were significant; 12 in favor of Option A and 1 in favor of Option B-C.

DISCUSSION: INTERPRETATIONS AND INFERENCES

The data obtained in this study did not support the assumption underlying the Option programs, namely that competency can best be obtained in a field setting. As a group the students with the most early field experience, Option B-C, were rated significantly lower as student teachers than the students with less early field experience, Option A. The findings of this study should be helpful in revising the Professional Education Program to meet the 1978 State Guidelines.

The author believes that the most important finding obtained from this study was that as a group Option A students were rated higher at the .005 level of confidence than the Option B-C students. Supervisors also ranked Option A students higher, but the difference in rank was not statistically significant. Since, prior to this study, several of the professional supervisors expressed the belief that Option B-C students were superior, it may be that the halo effect caused them to rank the Option B-C students higher than their ratings would indicate.

While the Option A students were shown to perform significantly better than Option B-C students the investigator is reluctant to attribute this difference entirely to the programs. It may be that there is a real

difference between the students who select Option A and those who select Option B-C. It appears that students choose their option on such factors as ease of scheduling, financial considerations, desire to participate in campus activities, and desire to live at home for another quarter. Thus it may be these or other factors that make the two groups different. Students who are not sure they want to teach are encouraged to choose Option C for the extensive early experience it provides.

Specific characteristics and skills in which the Option A students were rated significantly higher than the Option B-C students were Self-confidence at the .05 level and Ability to Work with Others and Professional Attitude at the .025 level.

The fact that Option B-C student teachers showed less confidence than those in Option A also has important implications. This difference could be accounted for by one or more of the following possibilities: Option B-C may have attracted students who had less confidence than those in Option A, something might have happened in the beginning phases of Option B-C to cause those students to loose confidence, or self-confidence in a classroom situation could have been better learned in a college classroom than in the practical school situation.

One would normally hypothesize that the students with additional classroom experience would score higher

in Ability to Work with Others and Professional Attitude. If the two groups were the same when they started the options, it is possible that the types of experiences provided Option B-C students in the school setting failed to foster cooperation and the development of positive professional attitude. This analysis is based on the author's experience with first-year teacher visitations and the findings that many first-year teachers are disillusioned with the ethics of some practicing teachers. It may be that the Option B-C students with early field experience simply became more disillusioned.

Special Education was the only major where there was a significant difference in both the rating and rankings of Option A and Option B-C students. Option A students were higher in both cases. Since each Special Education major had from eight to fifteen hours of practicum as part of the major, early field experience in the option should have been less of a factor in determining student teaching effectiveness. This lends at least some credence to the idea that there may be self-selection or other factors that are important in the difference between the performance of the two groups. It may also be that since Special Education had the largest sample that the results are more reliable.

Elementary Education Program I, Business Education and English were all rated higher in Option A at the .005 level of confidence, while Drama at the .005 level and

Spanish at the .025 level were rated higher in Option B-C. On none of these was the difference in rankings significant. With small samples the results can be capricious and the halo effect can be accentuated.

In comparing the specific characteristics and skills studied with the specific programs and major, no pattern was discovered. It should be noted however that in "Self-confidence" the Home Economics students in Option B-C were rated significantly higher at the .05 level than the Option A students; while in the study as a whole, the Option A students were significantly higher in this attitude.

The results of this investigation indicate that at Central Washington University, extensive early field experience did not result in more successful student teaching performance, in fact the group of students with the least field experience performed the best.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The data gathered in this study lead the writer to the following conclusions:

1. As a group students in Option A perform better as student teachers than those in Option B-C.

2. Special Education student teachers in Option A perform better overall than those in Option B-C.

3. Option A student teachers as a group have more self-confidence than those in Option B-C.

4. Option A student teachers as a group work better with others than those in Option B-C.

5. Option A student teachers as a group have better professional attitudes than those in Option B-C.

Recommendations

Based on this study the following recommendations were made:

1. A study should be conducted to determine the factors that cause a student to choose a particular option.

2. A study should be conducted to determine whether or not there are any significant differences in personality or academic achievement between the students who enter Option A and those who enter Option B-C.

3. A study should be conducted to determine whether or not there is any significant difference between the two groups as judged by their participating teachers (public school classroom teacher).

4. A study should be conducted with matched pairs to determine whether or not there are any significant differences between the two groups.

5. The procedure for placing students for early classroom experience should be examined to determine whether or not the students are being placed in classrooms that foster positive attitudes and habits.

APPENDIX A

THE QUESTIONNAIRE

CENTRAL WASHINGTON UNIVERSITY
Ellensburg, Washington 98926 Affirmative Action/Equal Employment Opportunity/Title IX
DEPARTMENT OF EDUCATION

TO: Student Teaching Supervisors

FROM: George Grossman

RE: Questionnaire

Date:

A study is being conducted to determine the relative performance of student teachers who have taken various program combinations here at Central. The enclosed questionnaires are to find out how you assess the performance of the student teachers you have this quarter. I will appreciate your taking a few minutes to provide this information.

In the report resulting from this study no one, student or faculty member, will be identified. It is hoped that the information you give will be helpful in adivising students as well as in planning and revising programs.

Please return the completed questionnaires to be by (date).

Student_____

Rate the above named student in each of the following categories in comparison to all student teachers you have had during the last five years.

	Poor	Below Average	Average	Below Average	Superior
1. Self-confidence	_____	_____	_____	_____	_____
2. Knowledge of Subject	_____	_____	_____	_____	_____
3. Planning Skills	_____	_____	_____	_____	_____
4. Instructional Skills	_____	_____	_____	_____	_____
5. Relationship with Students	_____	_____	_____	_____	_____
6. Ability to Work with Others	_____	_____	_____	_____	_____
7. Classroom Management	_____	_____	_____	_____	_____
8. Professional Attitude	_____	_____	_____	_____	_____
9. Flexibility	_____	_____	_____	_____	_____
10. Willingness to Begin Classroom Instruction	_____	_____	_____	_____	_____
11. Communication Skills	_____	_____	_____	_____	_____
12. Effort Toward Improvement When Needed	_____	_____	_____	_____	_____

Please rank your student teachers as to overall effectiveness. Rank your best student "1," second "2," and so on. Please rank all students and do not rank any two the same (no ties). Ranking students low does not necessarily mean that they are ineffective. It only means that they are less effective than others you have this quarter.

Student	Rank

APPENDIX B

DESCRIPTION OF OPTIONS

OPTION A

Option A is a campus centered academic approach to teacher preparation. This program is open to any student who is a second quarter sophomore or above. It is recommended that the student make plans for entering Option A during the second or third quarters of their sophomore year. A student may begin this program any quarter, including summer, as long as class section space allows. Since Ed. 300, Teaching: An Introductory Field Experience, is offered only in August-September and is prerequisite to Phase II, it is important that you consider signing up for Ed. 300 prior to your junior year.

Program Sequence of Option A

PHASE I

			CR.
*Ed.	300	Teaching: Intro. Fld. Experience	4
Ed.	301	Teaching: An Orientation	3
Psy	309	Human Growth and Development	4

PHASE II

Ed.	311	Teaching: Curric. Methods & Mat'ls	5
Psy	310	Learning & Evalua.	4

PHASE III

Ed.	442	Student Teaching	16
Ed.	449.1	Seminar in Ed. Problems	4

*August-September only

OPTION B

Option B is a field-oriented approach to teacher preparation. This program is for students who are unable to leave Ellensburg other than for student teaching. This option is open to sophomores or above.

The first course in the sequence of Option B begins one month prior to Fall with a practicum in the Yakima schools (Ed. 348B). During Fall quarter the next eleven hours in the sequence are taken. These courses are Ed. 393B, Ed. 399B and Psy. 311. This block includes a practicum in the local schools. Students are free to pursue additional course work on campus during this quarter. The next two courses in the sequence are Psy. 312 and Ed. 315. Both of these courses must be completed before a student can proceed in the option. The final phase of the option consists of fifteen hours of Teaching Internship, Ed. 453, 454, 455, and 499.2 at one of the College's designated field centers.

Program Sequence of Option B

Course No.	Title	Credits	Description
Ed. 348B	Field Study in Education	4	Approximately one month field experience prior to Fall Quarter
Ed. 393B	Instructional Aide Practicum	5	During Fall quarter the Student will take these courses and the practicums. Additional work may be taken concurrently.
Ed. 399B	Seminar: Plan. for Tchng. I	2	
Psy 311	Human Dev. & Learning I	4	
Psy 312	Human Dev. & Learning II	4	Ed. 315 is normally continued over two quarters. A total of six hours in 315 must be completed prior to Ed. 453.
Ed. 315	Planning for Instruction	3-6	
Ed. 453	Teaching Internship I	3	An entire quarter will be spent in one of the College's centers. Upon completion of this quarter the professional education requirements will be completed.
Ed. 454	Teaching Internship II	4	
Ed. 455	Teaching Internship III	6	
Ed. 499.2	Seminar: Plan. for Tchng. II	2	

Additional Information:

The courses must be taken in the above sequence.

The only time a student may start the program is prior to Fall Quarter. Students should apply in January of the academic year preceding the year they enter the program.

OPTION C

Option C is a field-oriented approach to teacher preparation. This program requires students to be off-campus for two quarters. This option is open to students who are sophomores or above. A student can begin this program any quarter except summer.

The initial fifteen hours, a full quarter, will be completed off-campus at one of the C.W.U.'s designated field centers. This fifteen hour block includes Ed. 348C, Ed. 393C, Ed. 399C and Psy. 311. The student then returns to campus and includes in his program the following ten hours: Psy. 312 and Ed. 315. Both of these courses must be completed before a student can proceed in the option. After the completion of these courses, the student is ready to return to a designated field center to do his Teaching Internship. This final quarter of the option includes fifteen hours, Ed. 453, 454, 455, and 499.2 at one of the College's designated field centers.

Program Sequence of Option C

Course No.	Title	Credits	Description
Ed. 348C	Field Study in Education	4	This fifteen hour block is taken at one of the designated field centers.* A full quarter includes a practicum in a public school.
Ed. 393C	Instructional Aide Practicum	5	
Ed. 399C	Seminar: Plan. for Tchng. I	2	
Psy 311	Human Dev. & Learning I	4	
Psy 312	Human Dev. & Learning II	4	Ed. 315 is normally continued over two quarters. A total of six hours in 315 must be completed prior to Ed. 453.
Ed. 315	Planning for Instruction	3-6	
Ed. 453	Teaching Internship I	3	An entire quarter will be spent at one of the College's centers. Upon completion of this quarter the professional education requirements will be completed.
Ed. 454	Teaching Internship II	4	
Ed. 455	Teaching Internship III	6	
Ed. 499.2	Seminar: Plan. for Tchng. II	2	

Additional Information:

* The designated field centers include: Bremerton/South Kitsap/Central Kitsap/North Kitsap, Clover Park, Federal Way, and Selah/West Valley school districts.

Students should apply in January the academic year preceding the year they enter the program.